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ABSTRACT

The self study and evaluation guide presents accreditation standards for programs serving blind and visually handicapped students in grades K-12. Standards are included for the following 12 areas: planning and organization, personnel, communications, community and career education, creative arts, home and industrial arts, mathematics and science, physical education, prevocational and vocational education, study skills, work experience programs, and program evaluation. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Program for K-12 Students

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue
New York, N.Y. 10016

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Huesten Collingwood

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EC 113438

INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.

2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses ( ) preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments*.

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. *A*, either *B-1* or *B-2*, all *C* sections, those *D* sections for the services provided, an *E* form for certain staff members and *F*.

Section	Title and Edition
A	*Manual of Procedures (1979)*
B-1	*Agency Profile (1979)*
B-2	*School Profile (1979)*
C-1	*Function and Structure (1977)*
C-2	*Accounting for Services and Finances (1976)*
C-3	*Personnel Administration and Volunteer Service (1968)*
C-4	*Physical Facilities (1975)*
C-5	*Public Relations and Fund Raising (1968)*
D-2A	*Orientation and Mobility Services (1977)*
D-2B	*Orientation and Mobility Services (Dog Guide Programs) (1968)*
D-3	*Rehabilitation Centers (1968)*
D-4	*Workshop Services (1976)*
D-5	*Social Services (1968)*
D-6	*Vocational Services (1976)*
D-7	*Production of Reading Materials (1970)*
D-8	*Rehabilitation Teaching Services (1977)*
D-15	*Preschool Services (from Birth to Six) (1979)*
D-16	*Other Service Program (1979)*
D-20	*Curriculum Planning and Evaluation (1979)*
D-21	*Program for Multihandicapped Students (1979)*
D-22	*Program for K-12 Students (1979)*
D-23	*Program for Independent Living (1979)*
D-24	*Educational Resources Program (1979)*
D-25	*Leisure Education (1979)*
D-26	*Residential Living Program (1979)*
D-27	*Health Services (1979)*
D-28	*Educational Diagnostic and Counseling Services (1979)*
E	*Individual Staff Member Information Form (1977)*
F	*Evaluation Summary and Report (1979)*

Sections *D-2A* through *D-8* are applicable primarily to "agencies" and *D-20* through *D-28* primarily to "schools." *D-15* is used for preschool services in any setting. Similarly, *D-16* is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

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ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A subcommittee headed by Mrs. Ferne K. Roberts undertook the considerable challenge of updating the content of 19 sections of the 1968 *Guide* which dealt primarily with curriculum in kindergarten through grade 12 (K-12). Assisting Mrs. Roberts were Lynne Albright, Robert Brasher, Carol Derouin, York Hudgins and Susan Miller. Miss Albright and Mrs. Derouin worked together to condense and update the material covered in 16 sections of the 1968 *Guide*. The first draft underwent further revision at a meeting of the subcommittee in April 1977. In June of that year, the draft was approved by the Coordinating Committee for use in a national review.

Five schools for the blind field tested this draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; Mississippi School for the Blind; New York Institute for the Education of the Blind; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78.

From these schools and from reviews by other individuals and groups, came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas on this section were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

This revised draft was carefully reviewed by the Coordinating Committee in June 1978 which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
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Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

PROGRAM FOR K-12 STUDENTS

INTRODUCTION

The educational program encompassed by this self-study and evaluation guide includes classroom instruction and other guided learning experiences which constitute the traditional courses of study from kindergarten through the twelfth grade (K-12). Such a program should take into account the special educational needs of blind and visually handicapped students as well as national, state and local guidelines and traditions. The specialized (residential) school for the blind and visually handicapped plays a key role in the continuum of special education services within a state or region. Maintenance of academic excellence and close cooperation with other components in the educational continuum will benefit students and their families by facilitating the flow of students to and from a variety of institutions, residential and day schools, vocational rehabilitation and training programs and post-secondary institutions.

The program for K-12 students in the specialized school for the blind and visually handicapped should be linked to similar programs in day schools. It was not entirely by chance that when this *Section D-22, Program for K-12 Students* was being developed (1977-78) the chairman of NAC's Education Standards Project, Dr. Geraldine T. Scholl, developed a companion document entitled *Self-Study and Evaluation Guide for Day Programs for Visually Handicapped Pupils*. The availability of both self-study instruments should help establish a solid frame of reference for planning, implementation and evaluation of K-12 programs which are consistent within a state or region.*

Included in *Section D-22, Program for K-12 Students,* are standards for the following "courses of study": Communication; Community and Career Education; Creative Arts; Home and Industrial Arts; Mathematics and Science; Physical Education; Prevocational and Vocational Education; Study Skills and Work Experience.

It is important that each program of study be sequential and that the instructional content and activities be clearly stated for each grade or achievement level. The knowledge, skills and attitudes which students may carry over into other classes, social, leisure, work, home and daily living activities should be identified. Many opportunities for consistent reinforcement of learning are needed.

Evaluation of programs serving students under age six who are <u>not</u> enrolled in kindergarten is accomplished through use of *Section D-15, Preschool Services*.

Although many students enter and remain throughout their schooling in either a program for K-12 students or a program for multihandicapped students, it is recognized that some students, at least for some of the time, may participate in selected parts of both programs.

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* A residential school which provides day program services in local school districts in the state or region should use in the self-study for NAC accreditation, *Section D-16, Other Service Program,* in conjunction with Dr. Scholl's day program guide.

For this reason, a sharp line should not be drawn between the two types of program. Thorough assessment and reassessment will help to formulate the best individualized educational placement. Assessment and formulation of the individualized education program are described in *Section D-20, Curriculum Planning and Evaluation* and *Section D-28, Educational Diagnostic and Counseling Services*. The two major types of curriculum found in the residential school are evaluated by this *Section D-22, Program for K-12 Students*, and its companion, *Section D-21, Program for Multihandicapped Students*.

Also, this self-study and evaluation guide should be used in conjunction with other sections listed on page iii by schools which prepare self-study reports in applying for accreditation by the National Accreditation Council.

PROGRAM FOR K-12 STUDENTS

THE STANDARDS

1. PLANNING AND ORGANIZATION

( ) 1.1 PHILOSOPHY. The K-12 instructional program is consistent with the school's statement of philosophy of service as approved by the governing authority.

Comments:

( ) 1.2 PURPOSE. The purpose of the K-12 instructional program is to develop in each student the knowledges, skills and attitudes needed as preparation for living in our complex society.

( ) 1.2.1 Academic Instruction. The program prepares students to participate in a variety of educational programs on the elementary and secondary levels, in local day school programs and on the postsecondary level.

( ) 1.2.2 Prevocational Education. Prevocational study prepares students to participate in further vocational training.

( ) 1.2.3 Vocational Instruction. Vocational instruction is designed to provide students with entry level skills and competencies for selected vocations.

( ) 1.2.4 State and Federal Requirements. State and federal requirements regarding instruction, graduation and vocational and other training are met.

( ) 1.2.5 Statement of Purpose. The purpose of the instructional program is clearly set forth in writing.

Comments:

( ) 1.3 PLANNING. A variety of methods is used for systematic planning of the instructional program from kindergarten through the 12th grade level.

( ) 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

( ) 1.3.1.1 The major long range goals of the program are coordinated with the school's long range plans for the overall curriculum.

( ) 1.3.1.2 The plan extends for a specified time beyond the current school year and is updated at stated intervals.

Comments:

( ) 1.3.2 Annual Planning. A specific written program and financial plan for the program is prepared for each fiscal year.

( ) 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.

( ) 1.3.2.2 The coordinator of this program and other appropriate personnel assist in preparation of the annual plan.

Comments:

( ) 1.3.3 Individualized Education Program. A written, individualized education program is prepared and implemented for each student.

( ) 1.3.3.1 Information emanating from this program pertaining to initial assessment of abilities, instructional goals and periodic assessment of progress and achievements is incorporated into each student's central record.

( ) 1.3.3.2 Instruction from any department or school program is made available to students if needed to implement the individualized education plan regardless of the student's age, sex, ability level or long term goal.

( ) 1.3.3.3 The written individualized education program is interpreted to each student, parent or guardian in their preferred language or mode of communication.

Comments:

( ) 1.3.4 Short Range Planning. Personnel involved in the K-12 program maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving and coordination with other school programs.

Comments:

( ) 1.3.5 Coordination with Others. Sustained efforts are made to coordinate the school's own planning for K-12 education in accordance with national and state guidelines, with local day school programs, local education agencies and the state department of education.

( ) 1.3.5.1 The school provides information and relevant assistance to community organizations which offer services to the students in order to facilitate mutually satisfactory and appropriate experiences.

Comments:

( ) 1.3.6 Participation in Planning. Planning for the K-12 program is broadly based with provision for appropriate participation by members of the governing or advisory body, school administrators, the coordinator of the academic program, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education agencies, local day schools, and the state department of education.

Comments:

( ) 1.4 STUDENTS SERVED. The school defines clearly the eligibility criteria for enrollment in the K-12 program based on a comprehensive educational diagnosis.

Comments:

( ) 1.5 ORGANIZATION. The K-12 program is clearly and purposefully organized.

( ) 1.5.1 Structure. The school's organizational chart locates this program within the school's administrative structure.

( ) 1.5.2 Coordination. A staff member is assigned to coordinate the program, including all instructional activities.

( ) 1.5.3 Assignment of Responsibilities. Job descriptions of all personnel involved in the program spell out their responsibilities for the program.

( ) 1.5.4 Supervision. Direct supervision is provided for all personnel involved in the program.

( ) 1.5.4.1 Each aide or paraprofessional and volunteer is supervised by a specifically designated, qualified staff member.

Comments:

2. PERSONNEL

( ) 2.1 NUMERICAL ADEQUACY. A sufficient number of personnel is employed to meet the needs of students enrolled in the K-12 program.

( ) 2.1.1 Class Size. Staff-student ratios in each subject are consistent with needs for individualized programming.

( ) 2.1.2 One-To-One Instruction. Short periods of one-to-one instruction are scheduled as required to carry out the individualized education program.

Comments:

( ) 2.2 ACADEMIC TEACHERS, CURRICULUM SPECIALISTS, SUPERVISORS, AND COORDINATOR. The school employs academic teachers, curriculum specialists, supervisors and a coordinator who meet one or the other of the following qualifications (A or B):

A. Certification

( ) 2.2.1A Possession of a valid state certificate or license to teach visually handicapped students or possession of a valid certificate to teach visually handicapped students from the Association for Education of the Visually Handicapped.

B. Specified Preparation

( ) 2.2.1B Graduation from an undergraduate or graduate degree program for teachers of visually handicapped students in an accredited teacher preparation program at an accredited college or university.

Comments:

( ) 2.2.2 Supervisory Skills. The coordinator, supervisors and curriculum specialists demonstrate skills in the management of curriculum planning, implementation and evaluation of program and coordination of the efforts of the various personnel assigned to the K-12 program.

Comments:

( ) 2.2.3 Elementary Teachers. Elementary teachers have had course work in the teaching of communications skills including the reading and writing of braille and the use of recorded educational materials.

( ) 2.2.3.1 Elementary teachers have had additional course work in other fields of special education, as appropriate.

( ) 2.2.4 Secondary Teachers. Secondary teachers have had course work in reading and writing of braille and the use of recorded educational materials.

( ) 2.2.4.1 Secondary teachers possess education degrees in their respective fields of specialization.

( ) 2.2.4.2 Secondary teachers have had additional course work in other fields of special education, as appropriate.

Comments:

( ) 2.3 VOCATIONAL INSTRUCTORS AND SPECIALISTS. Vocational instructors and specialists who provide unique or remedial instruction possess valid state certificates or licenses to teach in their respective specialty or subject.

( ) 2.3.1 Additional Preparation. Vocational instructors and specialists have had education or training in the effects of visual impairment and in the unique methods and materials which facilitate learning by blind and visually handicapped students.

Comments:

( ) 2.4 AIDES OR PARAPROFESSIONALS. Aides or paraprofessionals are available as needed to provide a reasonable student/adult ratio for maximum classroom learning.

( ) 2.4.1 Education. All aides or paraprofessionals assigned to the academic program have graduated from high school.

Comments:

( ) 2.5 VOLUNTEERS. Volunteers are utilized in the K-12 program.

( ) 2.5.1 Administration. Volunteers are recruited, screened and selected, oriented, trained, placed, supervised, evaluated and given recognition in accordance with *Section C-3, Personnel Administration and Volunteer Service.*

( ) 2.5.2 Assignments. Volunteers are assigned tasks which are appropriate to their interests, skills and training (check those of the following assignments given to volunteers):

_____ Assisting teachers in instructional activities

_____ Supervising students' practice of skills newly introduced

_____ Assisting in the use of equipment used in the classroom

_____ Serving as activity partners for shopping trips, reading, physical education activities, trips to libraries, learning of study skills and other activities

_____ Providing secretarial or clerical help

_____ Other (specify)

Comments:

( ) 2.6 INSERVICE TRAINING. Provision is made in the school's staff development plan for an on-going program of inservice training for all personnel involved in the program including teachers, aides or paraprofessionals and volunteers.

( ) 2.6.1 Coordination. With appropriate input from teachers, the coordinator of this program is involved in the planning and provision of inservice training.

( ) 2.6.2 Visual Impairment. Information is presented about the effects of visual impairment on behavior and performance.

( ) 2.6.3 Other. Other information, including safety and emergency procedures, timely topics and subjects which need special attention is included as appropriate for each category of participating personnel.

Comments:

( ) 2.7 PARENT INVOLVEMENT. Parents or guardians play an active part in planning their child's individual educational program.

( ) 2.7.1 Parent Counseling. Parents are counseled about the abilities and limitations of their child.

( ) 2.7.2 Parent Instruction. Parents are provided instruction in methods used in teaching their child.

( ) 2.7.2.1 Workshops are provided for the benefit of parents.

( ) 2.7.2 Home Visits. School staff members visit students' homes to assist parents or guardians in promoting student use, in the home environment, of skills acquired at school.

Comments:

3. COMMUNICATIONS

( ) 3.1 PURPOSE. Instruction in communications is designed to open all communication modes available to each student and to develop those skills necessary for successful communication in society.

Comments:

( ) 3.2 SCOPE. The program emphasizes development of skills in the use of residual vision, speaking, reading, writing and non-verbal forms of communication.

( ) 3.2.1 Bilingual Instruction. Bilingual classes and instruction in English as a second language are provided as appropriate and in accordance with applicable laws, judicial opinions, regulations and executive orders.

Comments:

( ) 3.3 PERSONNEL. A sufficient number of persons, well-informed about communications media, resources and equipment, is employed to meet program needs.

Comments:

( ) 3.4 INSTRUCTIONAL ACTIVITIES. Instruction in communications skills includes content and activities specifically designed to implement the individualized education program of each student.

( ) 3.4.1 Listening. Instructional activities are designed to develop listening abilities in coordination with written objectives.

( ) 3.4.1.1 A beginning student's receptive vocabulary is assessed in relation to the ability to respond to oral directions.

( ) 3.4.1.2 Students are provided experiences for developing listening skills through the use of sound clues in the environment.

( ) 3.4.1.3 Listening instruction and activities comprise a sequential program of listening for information (e.g., news broadcasts) and for appreciation (e.g., music programs).

( ) 3.4.1.4 Listening comprehension instruction is designed to enhance retention of information and to develop the ability to discern important facts through a variety of experiences (check those experiences regularly employed):

_____ Teacher lectures	_____ Theatrical performances
_____ Guest lectures	_____ Club and civic meetings
_____ News broadcasts	_____ Other (specify)

Comments:

( ) 3.4.1.5 Students who are able to read primarily through listening are integrated into regular classes and provided with adequate auditory and other learning materials and equipment.

Comments:

( ) 3.4.2 Vision Training. Systematic training in efficient use of residual vision is provided to each student who can benefit therefrom.

( ) 3.4.2.1 Individualized instructional plans are based on appropriate medical and educational assessment of visual functioning.

( ) 3.4.2.2 Lessons are planned for the sequential development of the student's visual efficiency.

( ) 3.4.2.3 Specific instruction is provided for development of skills in the use of visually oriented materials and equipment.

( ) 3.4.2.4 Specific instruction in use of vision is provided by the classroom teachers.

( ) 3.4.2.5 Vision training activities are coordinated with all other curriculum components.

( ) 3.4.2.6 Students are encouraged to use vision on a consistent basis in all activities.

Comments:

( ) 3.4.3 Verbal Communication. Verbal communication instruction is consistently related to the real needs of each student to exchange information orally.

( ) 3.4.3.1 Acceptable grammar, enunciation, pronunciation and proper use of voice are demonstrated.

( ) 3.4.3.2 Tape recordings are used by the teacher and student to analyze each student's speech.

( ) 3.4.3.3 Students in need of specialized speech services are served by the school's speech and language specialists (see *Section D-28, Educational Diagnostic and Counseling Services*).

( ) 3.4.3.4 A wide range of opportunities is provided for students to practice good speaking habits (check those opportunities regularly utilized for this purpose):

_____ Announcements
_____ Conversations
_____ Oral reading
_____ Acting as guide
_____ Panel discussions
_____ Various kinds of meetings
_____ Public speaking
_____ Giving directions
_____ Story telling
_____ Oral reporting
_____ Verbal descriptions
_____ Dramatizations
_____ Other (specify)

Comments:

( ) 3.4.4 Reading. An individualized reading program is developed and implemented for each student which encompasses a wide range of experiences in vocabulary development, use of functional language and reading for information and enjoyment to broaden the student's horizons.

( ) 3.4.4.1 Story telling and oral reading are used to interest very young students in reading.

( ) 3.4.4.2 The basic sequential reading program covers a full range of skills (check those regularly included):

_____ Whole word recognition
_____ Syllabification
_____ Phonics
_____ Linguistic Patterns
_____ Other (specify)

Comments:

( ) 3.4.4.3 Concept development and comprehension are stressed in all reading experiences.

( ) 3.4.4.4 Instruction includes methods of scanning for specific information.

( ) 3.4.4.5 Opportunities for reading for interpretation and enjoyment are provided.

( ) 3.4.4.6 All methods of reading - visual, oral, tactual and recorded - are presented to students as appropriate.

( ) 3.4.4.7 A variety of supplementary reading materials is used to meet student needs.

( ) 3.4.4.8 Provision is made to enrich other subject matter through correlation with literature.

( ) 3.4.4.9 Methods are taught for reading for information.

( ) 3.4.4.10 Students are instructed in the use of the school's own educational resource facilities and materials and those of local libraries as well as regional and subregional libraries for the blind and physically handicapped.

Comments:

( ) 3.4.5 Writing. Each student is assessed in relation to the most suitable method of writing in planning the individualized written communication program.

( ) 3.4.5.1 Instruction includes handwriting skills such as letter formation, spacing, neatness and legibility.

( ) 3.4.5.2 Proper methods of using a braillewriter are taught and fostered for braille students throughout all writing experiences suited to this equipment.

( ) 3.4.5.3 All braille users are instructed and given frequent opportunities in using the slate and stylus.

( ) 3.4.5.4 All braille users are instructed in and given ample opportunities to practice handwriting their names and using signature and other handwriting guides.

( ) 3.4.5.5 Sequential study of spelling, capitalization, and punctuation is provided.

Comments:

( ) 3.4.5.6 Typewriting for personal and classroom use is introduced by the fourth grade.

( ) 3.4.5.7 Personal names and the names of favorite and familiar objects are used to encourage the development of beginning writing skills on the primary level.

( ) 3.4.5.8 Students are given instruction in proofreading their own work in order to develop skills in self-assessment of writing accuracy and to practice correction of errors as integral components of good writing habits.

( ) 3.4.5.9 Personal experiences, journalistic reports and literature are used as bases to stimulate creative writing exercises.

Comments:

( ) 3.4.6 Non-verbal Communication. Instruction is provided in communication by body language, gestures, posturing, facial expressions and "eye contact."

Comments:

( ) 3.5 FACILITIES, MATERIALS AND EQUIPMENT. Instructional materials and equipment are available in adequate quantity, quality and variety and facilities are adequate in size and kind for all instructional activities.

( ) 3.5.1 Usage. All facilities, materials and equipment are used to the fullest extent by the total student body.

Comments:

( ) 3.5.2 Instructional Materials for Reading. A variety of materials for instruction in reading is available in braille, print and recorded forms (check those which are regularly used):

_____ Basal reading texts	_____ Diagnostic test materials
_____ Supplemental readers and anthologies	_____ Radio and television
_____ Teacher-prepared study materials	_____ Film strips and movies
_____ Reading laboratory materials	_____ Models
_____ Reference materials	_____ Up-to-date reading lists
_____ Programmed materials	_____ Supplementary developmental reading materials
_____ Periodicals (all ages)	_____ Maps, charts, diagrams
_____ Basal reading workbooks	_____ Other (specify)

Comments:

( ) 3.5.3 Instructional Materials for Writing. A variety of materials and equipment is provided for the teaching of handwriting, print and braille writing in classes and as part of activities of daily living (check those regularly used):

_____ Signature guides	_____ Pocket-size notebooks for use with slates
_____ Cursive writing guides	
_____ Personal check templets	_____ Labeling slates
_____ Raised line writing kits	_____ Embossed tape writers
_____ Raised line paper	_____ Typewriters
_____ Felt-tipped pens and markers	_____ Braillewriters
	_____ Other (specify)

Comments:

( ) 3.5.4 Instructional Facilities. Instructional facilities and space are designed to provide maximum learning under optimum instructional conditions.

( ) 3.5.4.1 Lighting in all areas can be readily changed to meet individual vision needs.

( ) 3.5.4.2 Lighting, heating, and cooling systems are adequate for comfort in classrooms, gymnasium, shops and laboratories.

( ) 3.5.4.3 Instruction areas are free of unnecessary noise and other distractions.

( ) 3.5.4.4 Students are provided with individual work space to suit their individualized education programs.

Comments:

4. COMMUNITY AND CAREER EDUCATION

( ) 4.1 PURPOSE. The goals of the community and career education program are to assist students in developing understanding of themselves in relation to events of the past and the present and in relation to their long range roles in the community.

Comments:

( ) 4.2 SCOPE. The community and career education curriculum includes courses presenting concepts and information of history, politics, geography, sociology, economics and personal development as well as familiarization with various career options.

( ) 4.2.1 Intellectual Understanding. Societal, economic, historical, political and geographical information and concepts are presented to help students to learn to interpret the pressing issues of today and to examine their own attitudes, beliefs and values.

( ) 4.2.2 Personal Understanding. Individual differences are explored to lead to better understanding of others and one's own interests, abilities and aptitudes.

Comments:

( ) 4.2.3 Experiences in Democracy. Students are encouraged to take on appropriate responsibilities and to participate in democratic processes, both on and off campus.

( ) 4.2.4 Use of Valuable Resources. Emphasis is placed on the value and use of human and natural resources and on the interdependence of people and regions in their use.

Comments:

( ) 4.3 PERSONNEL. All staff teaching community and career education are aware of the overall objectives of the program and are acquainted with the community resources which can be utilized to support it.

Comments:

( ) 4.4 INSTRUCTIONAL ACTIVITIES. The community and career education curriculum is sequential, developmentally based and makes provision for activities to assist in the formation of concepts at various developmental levels as called for by students' individualized education programs.

( ) 4.4.1 Social Studies. The curriculum includes social studies designed to give students an understanding of sociological, political, economic and geographical concepts and issues and encourages analysis of current events.

( ) 4.4.1.1 Course content acquaints students with significant elements of our social, political and economic heritage.

( ) 4.4.1.2 Course content encourages students to examine current issues of our social, political and economic life.

( ) 4.4.1.3 Students are encouraged to examine the basis of their attitudes, beliefs and values.

( ) 4.4.1.4 Controversial issues are recognized, investigated and discussed in an atmosphere of free inquiry and exchange.

Comments:

( ) 4.4.1.5 Geography stresses the interrelations of individuals and peoples to the physical and cultural environments.

( ) 4.4.1.6 The impact of geography on local, national and international situations and problems is emphasized.

( ) 4.4.1.7 Sequential instruction is given in cartographic and demographic representations (check those regularly included):

_____ Recognition of the relationship between maps and globes and the "real" world

_____ Interpretation of diagrams, charts, graphs and statistical tables

_____ Understanding of map keys, symbols and legends

_____ Practical uses of these devices

_____ Other (specify)

Comments:

( ) 4.4.1.8 Content is included which is designed to aid students to understand the interrelationships among political, social and economic issues and problems.

( ) 4.4.1.9 Social studies stress the responsibilities, duties and rights of the individual in a democracy and provide opportunities to practice and participate in appropriate democratic procedures in the classroom.

( ) 4.4.1.10 Courses emphasize the value and responsible use of human and natural resources.

( ) 4.4.1.11 Students are encouraged to learn about and make use of various resources in the community through planned activities such as reading, lectures outside of school, field trips, museum visits and other travel.

Comments:

( ) 4.4.2 Career Education. A sequential program of instruction beginning at the primary level is provided to assist students to gain an understanding of the world of work, their own interests, basic skills and competencies and to plan for their own careers.

( ) 4.4.2.1 A broad concept of "career" is used which includes future job possibilities, leisure time activities and other living responsibilities.

( ) 4.4.2.2 Activities are planned according to individual student interest, need, aptitude, age and developmental level.

( ) 4.4.2.3 The resources of the community are utilized at all levels of instruction.

( ) 4.4.2.4 Instruction is designed to make students aware that people have different aptitudes, interests and abilities which contribute to formation of different career goals.

Comments:

( ) 4.4.2.5 Students are encouraged from an early age to take on appropriate responsibilities in relation to the classroom and the residential living program.

( ) 4.4.2.6 At all levels, attitudes toward work are emphasized by attention to such topics as careful work habits, discipline and relationships with co-workers and supervisors.

( ) 4.4.2.7 Students are encouraged to evaluate those emotional strengths and weaknesses which might influence job performance such as ability to take criticism, to control anger and to cooperate with others.

( ) 4.4.2.8 Students are encouraged to think about various career choices and to become aware that specific career goals often change as one's self-awareness increases in relation to the realities of the job market.

( ) 4.4.2.9 Career education is closely coordinated with the school's work experience program.

Comments:

( ) 4.5 FACILITIES, MATERIALS AND EQUIPMENT. Adequate facilities and specialized materials and equipment are provided for instruction in community and career education.

( ) 4.5.1 Resources. A wide variety of equipment, aids, catalogs and other educational resource materials is provided in various media.

( ) 4.5.2 Written Materials. A variety of up-to-date and appropriate braille, large print and regular print and recorded materials is available to suit the different reading and interest levels of the students.

Comments:

5. CREATIVE ARTS

( ) 5.1 PURPOSE. The creative arts program provides opportunities for students to develop awareness of aesthetic pursuits, skills in sensory observation, creative expression and appreciation of the arts and skills of others.

Comments:

( ) 5.2 SCOPE. Sequential instruction is provided in arts and crafts, music, drama and dance according to the ability levels of the students.

( ) 5.2.1 Student Recognition. Special attention is given to providing students with appropriate recognition for their creative efforts and achievements.

Comments:

( ) 5.3 PERSONNEL. Sufficient numbers of creative arts instructors who are qualified in their respective fields are made available.

( ) 5.3.1 Teachers of Arts and Crafts. At least one arts and crafts instructor is employed to provide direct instruction and to consult with and coordinate arts and crafts instructional activities of the classroom teachers.

( ) 5.3.2 Teachers of Music. At least one music teacher is employed to provide direct instruction and to coordinate music activities in classrooms and in the school's leisure education program.

( ) 5.3.3 Teachers of Drama and Dance. At least one drama and dance teacher is available to provide direct instruction and to assist in the organization and coordination of activities which encourage students to express themselves in role playing and performing.

Comments:

( ) 5.4 INSTRUCTIONAL ACTIVITIES. The creative arts program provides instruction and experience which encourage self-expression through art, crafts, music, dance and drama.

( ) 5.4.1 Arts and Crafts. Instruction in arts and crafts is geared toward the individual needs and interests of the students and helps to widen career, home decoration, personal living choices, personal satisfaction and leisure time activities.

( ) 5.4.1.1 Students participate with staff in planning, conducting and evaluating their art experiences and in the integration of arts and crafts activities with other curricular experiences.

( ) 5.4.1.2 Students are afforded opportunities to work with a variety of materials, objects, substances and textures which are subject to creative manipulation.

( ) 5.4.1.3 Students engage in drawing, painting, stenciling, printing and other two dimensional art processes.

( ) 5.4.1.4 Students engage in woodcarving, working with clay, shaping flexible materials and other three dimensional materials and processes.

Comments:

( ) 5.4.1.5 Field trips are utilized for visits to art sites and events and to examine objects made by man, machine and nature.

( ) 5.4.1.6 Arts and crafts are integrated into work in literature, drama, music, social studies and into parties, traditional holiday ceremonies and other events.

( ) 5.4.1.7 Classrooms, dining rooms, residences, shops, stage facilities and the out-of-doors are made available for students to work on arts and crafts projects.

Comments:

( ) 5.4.2 Music. Instruction follows a sequential program to provide opportunities for all students to explore and develop skills according to their individual interests and capabilities.

( ) 5.4.2.1 Students participate with staff in planning, carrying out and evaluating their music experiences and in the integration of music activities with other curricular experiences.

( ) 5.4.2.2 Students with exceptional interest in music are encouraged to pursue elective work beyond the level of knowledge, skills and appreciation gained from general courses.

( ) 5.4.2.3 Exploratory experiences are provided in vocal music.

( ) 5.4.2.4 Exploratory experiences with a variety of musical instruments provided.

Comments:

( ) 5.4.2.5 Students are encouraged to view singing and performing as pleasurable leisure time activities.

( ) 5.4.2.6 Music appreciation is included in the program and encompasses the study of composers, various musical forms and provides opportunities for guided and independent listening.

( ) 5.4.2.7 Students have opportunities to take piano and/or other instrumental lessons.

( ) 5.4.2.8 Opportunities are made available to participate in solo and group vocal or instrumental activities.

( ) 5.4.2.9 Field trips are utilized to attend music events to enhance music appreciation and to observe and practice performance etiquette.

Comments:

( ) 5.4.2.10 Music activities are integrated into work in literature, drama, social studies and into parties, traditional holiday ceremonies, assembly programs and dance events.

( ) 5.4.2.11 Music practice schedules are arranged to suit the day and evening activities of each student.

( ) 5.4.2.12 Use of proper posture and appropriate orientation to the room and instrument are considered part of each practice session.

Comments:

( ) 5.4.3 Drama and Dance. The development of skills of self-expression and for leisure time pursuit are enhanced through planned instructional activities in drama and dance.

( ) 5.4.3.1 Students participate in skits and plays.

( ) 5.4.3.2 Drama and dance experiences incorporate skills acquired in music, arts and crafts, communications and independent living instruction.

( ) 5.4.3.3 Drama and dance activities are directed toward the development of verbal and non-verbal communications skills.

( ) 5.4.3.4 Planned efforts are made to foster the growth of self-expression and self-understanding through drama and dance.

( ) 5.4.3.5 Dance instruction introduces students to the basics of a variety of traditional and popular steps and styles of dancing.

( ) 5.4.3.6 Dance experiences are designed to be enjoyable and to develop social skills on campus and in the community.

( ) 5.4.3.7 Provisions are made for students to attend live performances of plays and dance recitals and performances in the community.

Comments:

( ) 5.5 FACILITIES, MATERIALS AND EQUIPMENT. A wide variety of facilities, materials and equipment is provided which enhance the various components of the creative arts program.

( ) 5.5.1 Budgetary Provisions. The annual financial plan for the K-12 instructional program includes specific funds for supplies, furnishings and equipment needed to carry out the creative arts program.

( ) 5.5.2 Arts and Crafts. Materials, tools and equipment are provided for students to work in a variety of media, in two and three dimensions with a wide variety of textures, objects, substances, products, found objects and other things suitable for arts and crafts expression.

( ) 5.5.2.1 Adequate working and storage space is provided.

( ) 5.5.2.2 The school provides space or locations for display of student works.

Comments:

( ) 5.5.3 Music. A wide variety of musical instruments, including primary level rhythm instruments, in good working order,is provided for student use.

( ) 5.5.3.1 Suitably equipped classrooms are provided and located and/or sound treated so that music lessons do not disturb other school activities.

( ) 5.5.3.2 Individual or small group practice rooms are available, located and/or sound treated to minimize disturbance of other school activities.

Comments:

( ) 5.5.4 Drama and Dance. Suitably equipped areas are available for drama and dance instruction and practice.

Comments:

( ) 5.5.5 Educational Materials. Adequate educational resource materials are provided for the total creative arts program.

( ) 5.5.5.1 A variety of books and periodicals about the creative arts is available.

( ) 5.5.5.2 Textbooks, reference works and other materials including music and scripts are available in braille, large print, regular print and recorded forms are provided in sufficient variety and numbers.

( ) 5.5.5.3 Supplementary materials such as pictures and charts, films and film strips, recorded music and dramatic productions and radio-television productions are available.

Comments:

( ) 5.5.6 Auditorium. An auditorium is available for practice, rehearsals, performances, school assemblies and other large functions.

( ) 5.5.6.1 The auditorium is provided with suitable multimedia equipment for sound and light control and projection.

( ) 5.5.6.2 An adequate stage is provided of sufficient size to meet the school's needs.

( ) 5.5.6.3 Lavatories and toilets for each sex are conveniently located.

( ) 5.5.6.4 Safety rules and regulations are strictly observed including identification of exits, observance of maximum occupancy, use of flame retardant fabrics.

( ) 5.5.6.5 Sufficient storage space is provided for equipment, scenery and other stage props.

Comments:

6. HOME AND INDUSTRIAL ARTS

( ) 6.1 PURPOSE. Instruction in home and industrial arts provides sequential, individualized learning opportunities for all students, boys and girls, to introduce them to responsibilities of home and family living and to facilitate acquisition of prevocational skills.

Comments:

( ) 6.2 SCOPE. The instructional program encompasses all phases of home living, health and family life education and industrial arts.

( ) 6.2.1 A variety of industrial processes, materials and equipment adapted for instructional purposes is used to form the base for a broad range of educational experiences in each industrial arts course.

( ) 6.2.2 Home economics instruction is provided for both boys and girls in all different phases of home living and is based upon home and family needs in the community.

( ) 6.2.3 Health and family life education appropriate to students' age, development and maturity is provided at all levels to make students aware of their own physical and emotional development and needs.

Comments:

( ) 6.3 PERSONNEL. A sufficient number of home and industrial arts instructors are employed who are qualified in their respective fields.

( ) 6.3.1 First Aid. All teaching staff in the home and industrial arts program are qualified in first aid and safety procedures.

( ) 6.3.2 Community Resources. Faculty members are acquainted with and utilize relevant community resources to enrich instruction.

( ) 6.4 INSTRUCTIONAL ACTIVITIES. Curriculum in home and industrial arts is sequential and developmentally based to provide concepts and skills to students at various levels.

( ) 6.4.1 Industrial Arts. Industrial art activities are planned and organized to meet the individual education program of each student.

( ) 6.4.1.1 Staff utilizes a variety of instructional techniques.

( ) 6.4.1.2 Basic skills and concepts are put to practical use in solving problems.

( ) 6.4.1.3 Projects or problems are selected which will enable students to learn systematic procedures for accomplishing a task such as selection of appropriate materials to be used, use of appropriate methods and equipment, development of a sense of design and function, assessing quality of workmanship, etc.

Comments:

( ) 6.4.1.4 Meaningful learn-by-doing opportunities are provided using real materials, processes and products of industry.

( ) 6.4.1.5 Experiences are provided so that a degree of skill in the use of common tools and machines may be developed commensurate with the student's ability and the scope of the program.

( ) 6.4.1.6 Specific efforts are directed toward instilling good work habits and attitudes including appropriate social group relationships.

( ) 6.4.1.7 Industrial arts activities are planned to help students develop leadership qualities.

( ) 6.4.1.8 Student-selected and made projects are utilized in the teaching-learning process.

Comments:

( ) 6.4.1.9 Students are encouraged to draw upon out-of-school resources for information needed to fulfill assignments.

( ) 6.4.1.10 Provisions are made for students to participate in appropriate extra-curricular activities which are related to industrial arts.

( ) 6.4.1.11 Emphasis is placed on a coordinated, continuous and consistent safety program, including eye safety procedures, throughout industrial arts activities.

( ) 6.4.1.12 Students are provided opportunities to take an active part in the safety program by serving as student safety monitors, engaging in the identification and solution of safety problems, and taking safety tests.

Comments:

( ) 6.4.2 Home Economics. Instructional content and activities are designed to implement the individualized education program of each student in preparation for independent living to the maximum extent achieveable.

( ) 6.4.2.1 Students assist in selecting, planning, conducting and evaluating the learning activities.

( ) 6.4.2.2 Curricular experiences emphasize daily-life situations and problems of home and family living.

( ) 6.4.2.3 Units in grooming include activities to teach personal care skills, such as hair care, care of nails and shaving.

( ) 6.4.2.4 Units in table etiquette develop skills in eating techniques, such as cutting meat, pouring and spreading.

( ) 6.4.2.5 Units in foods provide for such activities as selecting, preparing, storing and serving a variety of foods.

Comments:

( ) 6.4.2.6 Units in clothing provide for such activities as selecting, designing, making, renovating, remodeling, caring for wearing apparel and caring for synthetic and natural textiles.

( ) 6.4.2.7 Units in housing provide for such activities as planning, arranging, caring for and renovating of house and furnishings.

( ) 6.4.2.8 Units in home management provide for such activities as planning, selecting, arranging and caring for equipment.

( ) 6.4.2.9 Units in health, safety, and sanitation stress understanding and skills necessary for developing and maintaining personal health.

( ) 6.4.2.10 Units in home mechanics provide for the development of knowledge and skills related to the installation and repair of common equipment and devices found in the home.

Comments:

( ) 6.4.2.11 Units in family economics provide for activities in planning for personal and family financing.

( ) 6.4.2.12 Units in personal and family relations provide for the development of understanding and skills related to family life.

( ) 6.4.2.13 Units in child care provide opportunities to learn techniques needed for employment as babysitters, and develop understanding attitudes and skills needed by future parents.

( ) 6.4.2.14 Instruction emphasizes the responsibilities of each family member in achieving successful family life.

( ) 6.4.2.15 Acceptable social behavior is stressed throughout all content and activities.

Comments:

( ) 6.4.2.16 Emphasis upon desirable consumer knowledge and skills is given throughout all home economics instruction.

( ) 6.4.2.17 Emphasis is given throughout the program to artistic and cultural aspects of home life.

( ) 6.4.2.18 Instruction provides opportunity for the study of problems of the community in relation to the home.

( ) 6.4.2.19 Units in food service evaluate the student's potential for employment and provide training in such jobs as counter worker, kitchen helper and dishwasher.

( ) 6.4.2.20 Instruction is given in common safety precautions and all activities are conducted with due regard for student health and safety.

( ) 6.4.2.21 Opportunities are provided for advanced students to apply knowledge and skills acquired in home economics to their living situations, including the school's dormitories or cottages, an independent living unit and at home.

Comments:

( ) 6.4.3 Health and Family Life. Instructional content and activities are provided to help students take responsibility for their own health and physical needs and the health of others.

( ) 6.4.3.1 Students assist in planning, conducting and evaluating health and family life activities.

( ) 6.4.3.2 Experiences are provided which contribute to an understanding of the personal and environmental factors affecting health.

( ) 6.4.3.3 Students investigate the causes and methods of prevention of important communicable and noncommunicable diseases, including venereal diseases.

( ) 6.4.3.4 Experiences are provided for the study of safety as it affects life in the home, school and community.

Comments:

( ) 6.4.3.5 Students are assisted in developing knowledge of procedures to use in emergenices, sickness, injury or disaster and attaining skill in applying such procedures.

( ) 6.4.3.6 Experiences are provided for each student to gain understanding of the growth, structure and functions of his or her own body.

( ) 6.4.3.7 Instruction is provided in terminology and concepts to facilitate sound understanding of sexual development, sexual activities and the reproductive and birth process.

( ) 6.4.3.8 Experiences are provided to assist students in preparing for satisfactory adjustments in adolescence and to provide an understanding of sexuality, marriage and family life.

( ) 6.4.3.9 Experiences are provided which aid students to understand heredity and its personal implications.

Comments:

( ) 6.4.3.10 Experiences are provided for the study of nutritional needs and attitudes.

( ) 6.4.3.11 Emphasis is placed on helping students to plan and participate in a balanced daily program of work, recreation, activity, rest and relaxation.

( ) 6.4.3.12 Experiences are provided for the study of factors affecting mental and emotional health, including a study of personality and adjustment.

( ) 6.4.3.13 Experiences are provided which show contribution of personal appearance to mental health and which lead to ability to maintain or improve one's appearance.

( ) 6.4.3.14 Experiences are provided which are designed to develop knowledge, understanding, and attitudes concerning health which are necessary for effective family and community living.

Comments:

( ) 6.4.3.15 Students are given the opportunity to discuss various life styles and are encouraged to consider options for themselves.

( ) 6.4.3.16 Emphasis in sex education is placed on the responsibilities of child bearing and rearing.

( ) 6.4.3.17 Concepts of birth control are presented and students are informed of community agencies where they may seek specific assistance.

( ) 6.4.3.18 Experiences are included to assist students in learning about public and professional health services of the community.

( ) 6.4.3.19 Opportunities are provided for the development of understanding of the need for care in selecting health services and health products.

Comments:

( ) 6.4.3.20 Attention is given to the study of the emotional, social and physiological effects of the use of drugs, alcohol and tobacco.

( ) 6.4.3.21 A variety of resource persons contribute to instruction: physicians, ophthalmologists, optometrists, dentists, nurses, family counselors, police officers and others.

( ) 6.4.3.22 Instruction is coordinated with activities in physical education, independent living, leisure education, residential living and other related programs of the school.

Comments:

( ) 6.5 FACILITIES, MATERIALS AND EQUIPMENT. Suitable specialized facilities, materials and equipment needed for home and industrial arts instruction are provided.

( ) 6.5.1 Industrial Arts. Adequate classrooms and shop facilities are provided which encourage effective learning under good work and study conditions.

( ) 6.5.1.1 Industrial arts shops are appropriately located with outside entrances for the handling of supplies, equipment and projects.

( ) 6.5.1.2 An average of 100 square feet of floor area is provided per student in industrial arts shops while allowing appropriate flexibility for various kinds of activities.

( ) 6.5.1.3 Room or school-shop proportions are within the range from a square to a rectangle of 1:1½ proportions: minimum width is 30 feet and all areas of the shop may be observed by the teacher from any position.

Comments:

( ) 6.5.1.4 Adequate light is provided for all work areas and high level illumination is available when necessary.

( ) 6.5.1.5 Floors are sound, not slippery and specifically designed and maintained for the particular functions and equipment they support.

( ) 6.5.1.6 Exhaust ventilation equipment is available in areas producing excessive heat, fumes, gases and dust.

( ) 6.5.1.7 Where needed, adequate and properly located gas, water, electrical, and compressed air facilities are provided.

( ) 6.5.1.8 Each shop facility has a minimum of two entrance-exit doors with a width of 36 inches or more.

Comments:

( ) 6.5.1.9 Shop ceilings are at least 12 feet high.

( ) 6.5.1.10 Wherever needed ceilings, and if necessary upper walls, are sound absorbent.

( ) 6.5.1.11 A ventilated, fire-resistant cabinet is used for storage of combustible materials.

( ) 6.5.1.12 A metal, self-closing container is used for temporary storage of soiled rags awaiting disposal.

( ) 6.5.1.13 Industrial quality eye protective devices are available and used by all persons while participating in or observing industrial arts activities involving hazardous materials, equipment or processes.

Comments:

( ) 6.5.1.14 Standards for health and safety and activity areas are met throughout the shop facility in accordance with *Section C-4, Physical Facilities.*

( ) 6.5.1.15 Washing facilities and drinking fountain(s) of an appropriate size and location are provided.

( ) 6.5.1.16 A display case of sufficient size, properly lighted and appropriately located is available.

( ) 6.5.1.17 Each shop contains a convenient and centrally located tool and supply center, and when needed, well laid-out tool panels for special tools.

( ) 6.5.1.18 Equipment is arranged with reference to the sequence of operations and instructional needs.

Comments:

( ) 6.5.1.19 Diverse materials and commercial products are provided for student use in industrial arts activities.

( ) 6.5.1.20 Descriptive materials including "how to" manuals and plans are available in suitable media.

( ) 6.5.1.21 Teaching aids consisting of miniature, cutaway and actual size assemblages and devices are provided.

( ) 6.5.1.22 Films, film strips, slides and other multisensory instructional aids are available for various industrial arts subjects, including eye safety procedures.

Comments:

( ) 6.5.2 Home Economics. Sufficient space and equipment are provided to meet curriculum and enrollment needs.

( ) 6.5.2.1 The space, furnishings and equipment are attractively and efficiently arranged.

( ) 6.5.2.2 Hot and cold running water is provided.

( ) 6.5.2.3 Doors and windows are screened.

( ) 6.5.2.4 Rooms are satisfactorily ventilated.

( ) 6.5.2.5 Space used for discussion and study activities is equipped with a sufficient number of comfortable chairs, writing and studying surfaces and appropriate lighting.

Comments:

( ) 6.5.2.6 A living center, appropriately furnished and offering opportunities for house-care and hospitality activities, is provided.

( ) 6.5.2.7 Equipment for meal service, such as tables, chairs, linen, china, glassware and cutlery is provided.

( ) 6.5.2.8 A well equipped and conveniently arranged area for meal preparation is provided (check the following which are for instruction):

_____ Ranges using common fuels	_____ Kitchen utensils
_____ Cupboards	_____ Refrigerator
_____ Sinks	_____ Work space
_____ Basic appliances	_____ Other (specify)

Comments:

( ) 6.5.2.9 Space and equipment are available for teaching first aid and home care of the sick.

( ) 6.5.2.10 Space and equipment are provided for activities in child development.

( ) 6.5.2.11 Provisions are made for health, safety and sanitation.

( ) 6.5.2.12 Facilities are provided for washing and drying clothes.

Comments:

( ) 6.5.2.13 The instructional area used for working with clothing is supplied with adequate facilities and equipment (check the following which are available and regularly used):

_____ Tables of various heights	_____ Sewing machines
_____ Comfortable chairs	_____ Mirrors
_____ Storage space	_____ Irons
_____ Washer and dryer	_____ Ironing boards
	_____ Other (specify)

Comments:

( ) 6.5.2.14 The physical facilities conform to desirable yet practical community standards.

( ) 6.5.2.15 Equipment is representative of that used in homes of the students.

( ) 6.5.2.16 Conveniently located outlets are provided for all electric and gas appliances.

Comments:

( ) 6.5.3 Health and Family Life. Appropriate multisensory instructional materials are available.

( ) 6.5.3.1 A variety of textbooks adapted to the reading levels of the students is available.

( ) 6.5.3.2 A variety of reference materials is available.

( ) 6.5.3.3 Current periodicals pertaining to health and safety instruction are available.

( ) 6.5.3.4 Films, slides, models, charts, recordings and other multisensory materials are available for classroom use.

( ) 6.5.3.5 Curriculum guides, study guides and resource units are provided.

( ) 6.5.3.6 Splints, bandages, and other first aid materials are available.

Comments:

7. MATHEMATICS AND SCIENCE

( ) 7.1 PURPOSE. Instruction in mathematics and science is designed to assist students to develop knowledge, concepts and skills necessary for daily living, vocational pursuits and higher education.

Comments:

( ) 7.2 SCOPE. The program includes general science and mathematics concepts as well as skills of mathematical computations and scientific experimentation.

Comments:

( ) 7.3 PERSONNEL. Sufficient teachers and aides are employed to meet the curriculum needs in mathematics and science.

Comments:

( ) 7.4 INSTRUCTIONAL ACTIVITIES. Studies in mathematics and science are sequential, developmentally based and provide for instruction at various ages, skill and developmental levels.

( ) 7.4.1 Mathematics. Mathematics instruction encompasses concepts and skills in performing computations and other mathematical operations.

( ) 7.4.1.1 Adequate presentations of mathematical concepts are made before computation skills are introduced.

( ) 7.4.1.2 Consistent terminology is utilized throughout all grades and courses.

( ) 7.4.1.3 Each student is provided instruction in an appropriate computational method according to individual need.

Comments:

( ) 7.4.1.4 Meaningful and sufficient opportunities for practice in computational methods and procedures are provided.

( ) 7.4.1.5 Practical applications of mathematical skills are demonstrated through appropriate activities and problem solving experiences in mathematics study, other classes and in everyday living situations.

( ) 7.4.1.6 Students participate appropriately in planning, selecting, conducting and evaluating activities related to mathematics instruction.

( ) 7.4.1.7 Opportunities are provided for students to demonstrate proofs and solutions.

Comments:

( ) 7.4.1.8 The elementary mathematics instruction provides the base for subsequent learning (check those concepts and skills which are taught on the elementary level):

_____ Concepts and language of sets as a basis for all mathematical learning

_____ Place value

_____ The four fundamental operations involving whole numbers, decimals and fractions

_____ Identification and adding of coins and making change

_____ Telling time and using calendar

_____ Use of linear, solid and liquid measures (metric and English)

_____ Measurement concepts (metric and English)

_____ Application of number sentences to problem solving

_____ Mental computation, approximation and estimation

_____ Rational numbers, positive and negative integers

_____ Concepts and applications of ratios and percents

_____ Interpretation of and use of graphs and map scales

_____ Graphic construction and solution of equations and inequality sentences

_____ Additional topics included in contemporary mathematics programs

_____ Other (specify)

Comments:

( ) 7.4.1.9 Basic instruction in secondary mathematics is designed to extend the student's skills and knowledge to a wider range of more complex and practical applications (check the following which are regularly included in instruction):

_____ The four fundamental operations with whole numbers, fractions and decimals

_____ Percent, ratios and proportions in solution of problems

_____ Banking, insurances, taxes and budgeting experiences

_____ Measurement: temporal, linear, areal, volumetric, temperature, (Celsius and Fahrenheit)

_____ Set theory and application

_____ Powers and roots

_____ Equality and inequality of different units

_____ Use of equations and formulas

_____ Computation on bases other than ten

_____ Averages and other determinations of central tendency

_____ Other (specify)

Comments:

( ) 7.4.1.10 The secondary mathematics program for college preparatory students provides courses equivalent to those in regular community high schools; if the school itself cannot provide such courses, arrangements, including adequate logistical support, are made for such students to study at nearby high schools (in either case, check those of the following which are included for college preparatory students):

_____ A variety of geometric figures, both plane and solid

_____ Geometric models of solids in order to improve space perception

_____ Graphic representations from a variety of data

_____ Use of the braille mathematics code

_____ Other (specify)

Comments:

( ) 7.4.2 Science. Science instruction is sequentially designed to develop scientific knowledge, attitudes, useful skills and appreciation of the role of science in the modern world.

( ) 7.4.2.1 Instruction presents a body of basic knowledge composed of interrelating facts, concepts and principles.

( ) 7.4.2.2 The curriculum includes an overview of scientific literature on the basic branches of science and information on up-to-date developments with emphasis on how they affect society, ecology and other fields of learning.

( ) 7.4.3.3 Procedures and habits of careful observation are fostered through appropriate experimentation in the laboratory and in the students' environment.

( ) 7.4.2.4 Students are challenged with practical situations and problems which force them to think, draw conclusions and suggest solutions.

Comments:

( ) 7.4.2.5 Students are helped to develop an understanding of the application of science to everyday living situations.

( ) 7.4.2.6 Learning opportunities are provided to help students gain skills in using scientific equipment.

( ) 7.4.2.7 Students participate in the selection, planning, conducting and evaluating of science projects.

( ) 7.4.2.8 Experiences are provided for students to construct and use simple, homemade equipment and science kits.

( ) 7.4.2.9 Community resources are utilized to enhance science instruction through field trips to exhibits, zoos, industrial installations, laboratories,natural areas and through participation in competitive science events.

( ) 7.4.2.10 An appropriate variety and number of full-year courses is provided from the seventh grade up.

Comments:

( ) 7.5 FACILITIES, MATERIALS AND EQUIPMENT. Provision is made for adequate facilities and up-to-date, specialized educational materials and equipment.

( ) 7.5.1 Mathematics. Adequate special materials and equipment are provided.

( ) 7.5.1.1 An appropriate number and variety of special instructional materials is provided (check those of the following which are available in adequate quantity):

_____ Tack boards
_____ Graphic chalkboards
_____ Flannel boards
_____ Chalkboard instruments
_____ Compasses
_____ Protractors
_____ Abacuses
_____ Fraction kits
_____ Calipers
_____ Hand tools
_____ Regular calculators
_____ Audio and tactile calculators
_____ Tactile games and puzzles
_____ Measures (metric and English) of linear dimension and weight
_____ Measures (metric and English) of volume including liquids
_____ Samples of plane figures
_____ Models of solid figures
_____ Calculating machines
_____ Flexible figure models
_____ Braille mathematics aids
_____ Duplicating equipment and supplies
_____ Various types of graph paper, and adapted graph aids
_____ Other (specify)

Comments:

( ) 7.5.1.2 Modern mathematics textbooks, in appropriate media, are used which are equivalent to those used in local school districts.

( ) 7.5.1.3 Mathematics textbooks are provided for students of different abilities.

( ) 7.5.1.4 Current professional periodicals and reference materials are available and accessible.

( ) 7.5.1.5 Instructional aids include unit outlines, suggested activities, evaluation guides and multimedia resource materials.

Comments:

( ) 7.5.2 Science. Adequate facilities, special materials and equipment are provided.

( ) 7.5.2.1 For elementary science instruction, there are adequate space, materials and equipment (check those of the following which are available):

_____ Space for discussion, experiments, "hands-on" activities including work on projects, and for observing demonstrations

_____ At least one demonstration table supplied with the necessary equipment

_____ Space and equipment for the proper care of small animals and plants

_____ Various models, charts and multimedia instructional materials

_____ Sufficient storage space

_____ A well-stocked first aid kit

_____ Other (specify)

Comments:

( ) 7.5.2.2 The secondary science program has sufficient space, materials and equipment (check those which are available):

_____ Classroom space for discussion and experimentation

_____ Demonstration tables accessible to all members of class

_____ Water and other necessary utilities

_____ Tools, materials, and space for building and maintaining equipment

_____ Space and equipment for maintaining live plants and animals

_____ Sufficient storage space for equipment and supplies, including provision for safe storage and handling of flammable and hazardous materials

_____ Exhaust fans to remove noxious and toxic gases

_____ Various models, charts and multimedia instructional materials

_____ A well-stocked first aid kit

_____ Other (specify)

Comments:

8. PHYSICAL EDUCATION

( ) 8.1 PURPOSE. The physical education program is designed to assist students in the sequential development of motor skills and to promote physical fitness.

Comments:

( ) 8.2 SCOPE. Activities are provided which develop physical coordination, normal physical development and acquisition of skills and interests with carry-over values for leisure time pursuits.

Comments:

( ) 8.3 PERSONNEL. At least one male and one female physical education teachers are employed and sufficient aides are made available to implement the physical education program.

Comments:

( ) 8.4 INSTRUCTIONAL ACTIVITIES. Physical education encompasses a wide range of activities which promote physical fitness and the development of skills in accordance with the individualized education program of student.

( ) 8.4.1 Range of Activities. A sufficient variety of activities is made available to meet the needs and interests of the student body.

( ) 8.4.1.1 Individual activities, such as apparatus work, gymnastics, roller skating, bowling and golf, are provided.

( ) 8.4.1.2 Combative activities, such as wrestling, are provided.

( ) 8.4.1.3 Outing activities, such as camping, hiking, skiing, boating and canoeing, are provided with concomitant safety instruction.

( ) 8.4.1.4 Some activities provide opportunities for competition between groups and individuals with similar skills.

( ) 8.4.1.5 Aquatic activities are provided for all students who can benefit from them.

Comments:

( ) 8.4.2 Activity Selection. Opportunities are provided for students to explore and become familiar with a variety of physical education activities.

( ) 8.4.2.1 Provisions are made for students to assist in planning, conducting and evaluating activities.

( ) 8.4.2.2 Students are helped to recognize and choose activities which are appropriate for their abilities and interests.

( ) 8.4.2.3 Experiences are provided for students to develop leadership abilities through such activities as directing games and exercise programs.

( ) 8.4.2.4 Opportunities for participating in field days or play days are provided for those students who would benefit from them.

( ) 8.4.2.5 Experiences are provided for students to participate in social activities involving physical skills, members of the opposite sex and sighted peers.

( ) 8.4.2.6 Resources of the community are utilized in physical education.

Comments:

( ) 8.4.3 Coordination with Other Programs. Provisions are made for close coordination of physical education with other school programs.

( ) 8.4.3.1 Activities related to recreation are coordinated with the school's leisure education program (see *Section D-25, Leisure Education Program*).

( ) 8.4.3.2 Activities support and reinforce instruction in concept development, travel skills and living skills (see *Section D-23, Program for Independent Living*).

( ) 8.4.3.3 After-class activities are scheduled and coordinated with the residential living program (see *Section D-26, Residential Living Program*).

Comments:

( ) 8.4.3.4 Specific health needs of students are observed in close cooperation with the school's health services (see *Section D-27, Health Services*).

( ) 8.4.3.4.1 Medical clearances are provided for students to participate in strenuous activities.

( ) 8.4.3.4.2 Corrective and adaptive activities are provided for students with special needs.

( ) 8.4.3.4.3 Observed needs for physical therapy services are made known to the school's medical consultant for possible referral to the school's physical therapist.

( ) 8.4.3.4.4 Physical education staff cooperates closely with the physical therapist according to the individualized education program.

( ) 8.4.3.5 Appropriate safety precautions are taught to students for participation in physical education activities.

Comments:

( ) 8.5 FACILITIES, MATERIALS AND EQUIPMENT. Adequate space, facilities, equipment, materials and supplies are provided.

( ) 8.5.1 Facilities. Facilities are modern, well-maintained and conveniently accessible to students and staff.

( ) 8.5.1.1 A gymnasium, playgrounds and playing fields are provided.

( ) 8.5.1.2 Plans are made for appropriate facilities to be available after school hours and on weekends.

( ) 8.5.1.3 Arrangements are made for appropriate use by students of community facilities along with sighted peers.

Comments:

( ) 8.5.2 Equipment. Budgetary provisions are made for purchase of new and replacement equipment and supplies as needed to support the physical education program.

( ) 8.5.2.1 Basic equipment necessary to furnish the gymnasium suitably is made available.

( ) 8.5.2.2 Equipment necessary for a physical fitness program is available (e.g., balance beam, mats, trampoline, treadmill, etc.).

( ) 8.5.2.3 Specialized equipment needed for developing skills in a variety of sports is available (e.g., bats, balls, protective gear, roller skates, bowling alley, swimming pool, etc.).

( ) 8.5.2.4 Equipment for younger children is available in adequate quantity, suitable sizes and designs and is conveniently located.

( ) 8.5.2.5 Overnight camping equipment is available.

Comments:

( ) 8.5.3 Materials. Sufficient supplies and materials are available.

( ) 8.5.3.1 Specific funds are budgeted for consumable supplies.

( ) 8.5.3.2 Reference materials concerning a variety of games, sports and physical facilities, health and safety are available.

( ) 8.5.3.3 Appropriate multimedia instructional materials are available.

( ) 8.5.3.4 Students have access to recreational and sports reference works from the school's library service.

Comments:

9. PREVOCATIONAL AND VOCATIONAL EDUCATION

( ) 9.1 PURPOSE. Prevocational and vocational education is designed to assist students by sequential development of skills, competencies and attitudes necessary for personal independence, for direct entry to specific kinds of jobs or occupations in which there are known employment opportunities and for acceptance in an advanced vocational training program.

Comments:

( ) 9.2 SCOPE. Courses and guided learning experiences are provided in an appropriate range of industrial, business, distributive and service occupations and trades.

Comments:

( ) 9.3 PERSONNEL. A sufficient number of vocational instructors and specialists is employed or otherwise made available to implement a comprehensive prevocational and vocational program for all students whose assessed interests and talents warrant.

Comments:

( ) 9.4 INSTRUCTIONAL ACTIVITIES. Instruction is based on analysis of necessary skills needed by workers in various occupations for which there are demonstrated opportunities for blind and visually handicapped graduates.

( ) 9.4.1 Coordination with Others. Prevocational and vocational education is planned and coordinated in cooperation with appropriate resources in and out of the school.

( ) 9.4.1.1 Staff maintains contacts with businesses and industries in the community to keep up to date with labor market conditions and employment possibilities for graduates.

( ) 9.4.1.2 Close cooperation and coordination are maintained with the state vocational rehabilitation agency for the blind and the vocational education unit of the state department of education for purposes of seeking funding, evaluation of relevance of existing vocational training and assessment of need for additional or replacement courses of study and other community resources.

( ) 9.4.1.3 Appropriate work-experiences are made available through the school's work experience program (see part 11 of this section) to reinforce classroom instruction.

( ) 9.4.1.4 Instruction is provided to develop all skills that will contribute to making the student "job-ready" for a vocational goal.

Comments:

( ) 9.4.2 Business Education. Based on demonstrated need, the prevocational and vocational education program offers sequential instruction in the business field to assist students to acquire the knowledge and skills required for a beginning worker or for advanced training.

( ) 9.4.2.1 Instruction is readily adapted to changes in business procedures and equipment.

( ) 9.4.2.2 Typing instruction provides for the development of skills for vocational use.

( ) 9.4.2.3 Students specializing in business education are assisted in developing at least one skill to job readiness competency.

( ) 9.4.2.4 Courses emphasize the need to exercise ethical practices and standards in the conduct of business.

( ) 9.4.2.5 Business education includes attention to practical and desirable techniques of employer-employee relations.

( ) 9.4.2.6 Experiences are provided for students to practice locating, making application and being interviewed for prospective employment.

( ) 9.4.2.7 Provisions are made to enhance classroom activities by calling on local business leaders, retailers and office workers to describe their work to students and by field visits to local firms and offices.

Comments:

( ) 9.4.3 Industrial Education. Based on demonstrated need, the prevocational and vocational education program offers sequential instruction in the industrial field to assist students to acquire the knowledge and skills required for a beginning worker or for advanced training.

( ) 9.4.3.1 Instruction is adapted to new or changing industrial work needs and conditions.

( ) 9.4.3.2 Experiences are provided to acquaint students with employment opportunities in related groups of industrial occupations.

( ) 9.4.3.3 The resources of industries in the surrounding employment area are utilized in instruction.

( ) 9.4.3.4 Motor skills and related technical knowledge are given appropriate emphasis.

Comments:

( ) 9.4.3.5 Emphasis is given to desirable personal characteristics, good work habits and the satisfaction gained from good workmanship.

( ) 9.4.3.6 Attention is given to appropriate relationships with co-workers and employee-employer relationships and practices.

( ) 9.4.3.7 Instruction includes emphasis on common safety precautions taken in industry.

( ) 9.4.3.8 Activities are provided which acquaint students, as nearly as practicable, with working conditions and procedures existing in industry.

( ) 9.4.3.9 Students specializing in industrial education are assisted in developing at least one skill to job readiness competency.

Comments:

( ) 9.4.4 Distributive Education. Courses of study include basic consumer-oriented knowledge about the distribution of goods and services and, based on demonstrated need, sequential, prevocational and vocational instruction in the distributive field to assist students to acquire the knowledge and skills required for a beginning worker or for advanced training.

( ) 9.4.4.1 The curriculum includes the theory and practices of distribution in a competitive economic system encompassing marketing, sales and consumer education.

( ) 9.4.4.2 Consumer education is closely coordinated with instruction in home economics, independent living and leisure education.

( ) 9.4.4.3 Appropriate work experiences in distribution and retailing are provided through the work experience program (see part 11 of this section).

( ) 9.4.4.4 A student "snack bar" or "canteen" is available to provide experience in retailing.

( ) 9.4.4.5 Attention is given to the development of positive attitudes and a sense of personal responsibility toward the job.

( ) 9.4.4.6 Work experiences are used to enhance an understanding of theoretical matters presented in the classroom.

Comments:

( ) 9.4.5 Other Fields. Based on demonstrated need, the prevocational and vocational education program offers sequential instruction in other trades, service and technical fields to assist students to acquire the knowledge and skills required for a beginning worker or for advanced training (list below any other fields for which training is provided).

( ) 9.4.5.1 Appropriate course work is provided.

( ) 9.4.5.2 Emphasis is given to desirable personal characteristics, good work habits and the satisfactions gained from doing a good job.

( ) 9.4.5.3 Attention is given to appropriate relationships with co-workers and employee-employer relationships and practices.

( ) 9.4.5.4 Appropriate work experiences are provided (see part 11 of this section) and coordinated with classroom instruction.

( ) 9.4.5.5 Instruction assists students to develop at least one skill to job readiness competency.

Comments:

( ) 9.5 FACILITIES, MATERIALS AND EQUIPMENT. Suitable specialized facilities,materials and equipment are provided for prevocational and vocational education.

( ) 9.5.1 Business Education. Adequate special facilities, materials and equipment are provided for business education.

( ) 9.5.1.1 The size and shape of rooms assigned to business education permit layouts suitable to the purposes of the courses.

( ) 9.5.1.2 Typewriter desks are adjustable in height or are of differing appropriate heights.

( ) 9.5.1.3 Chairs are designed to encourage correct posture.

( ) 9.5.1.4 At least one properly equipped secretarial desk is provided.

Comments:

( ) 9.5.1.5 Modern manual and electric typewriters are provided.

( ) 9.5.1.6 Appropriate multisensory equipment for business education is available, including adequate chalkboard, bulletin board, and display facilities.

( ) 9.5.1.7 Business machines similar to those used in the community are provided.

( ) 9.5.1.8 Equipment is maintained in satisfactory condition.

( ) 9.5.1.9 Standard, up-to-date dictionaries and handbooks in various media are readily accessible in sufficient numbers for instruction.

( ) 9.5.1.10 Well-selected and up-to-date reference books in various media are readily accessible.

Comments:

( ) 9.5.1.11 A teacher's file of supplementary materials is maintained.

( ) 9.5.1.12 Teacher-prepared materials, such as study guides, specialized drills, and courses of study, are used appropriately.

( ) 9.5.1.13 Up-to-date business firm publications, such as pamphlets, handbooks, and instructional manuals, are organized for efficient use.

( ) 9.5.1.14 Up-to-date samples of local business forms and records are available.

( ) 9.5.1.15 Recent issues of newspapers and periodicals concerning business and business education are available.

( ) 9.5.1.16 Appropriate types of multisensory aids are available.

( ) 9.5.1.17 Recent reports on business conditions and trends are used.

Comments:

( ) 9.5.2 Industrial Education. Adequate special facilities, materials and equipment are provided.

( ) 9.5.2.1 The buildings and site are adequate for the training needs.

( ) 9.5.2.2 Shops, classrooms and specialized training areas are an integral part of the school.

( ) 9.5.2.3 Hand tools, comparable to those used in industry, are provided.

( ) 9.5.2.4 Machines, similar to those used in industry, are provided.

( ) 9.5.2.5 Machines are equipped with safety devices for the blind.

( ) 9.5.2.6 Tools, equipment, and safety devices are maintained in good condition.

Comments:

( ) 9.5.2.7 A wide selection of appropriate educational materials is available (check those which are available):

_____ A variety of textbooks and reference materials

_____ Trade journals and industrial pamphlets

_____ Occupational monographs

_____ Plans, blueprints, drawings, specifications and instruction sheets

_____ Typical samples of school and industrial production

_____ Films, slides, models, mockups, exploded views and other multisensory aids

_____ Copies of state and federal regulations regarding trade and industrial education

_____ Other (specify)

Comments:

( ) 9.5.3 Distributive Education. Adequate special facilities, materials and equipment are provided.

( ) 9.5.3.1 A wide variety of materials and equipment is available and used.

( ) 9.5.3.2 Such materials as business forms, handbooks, training manuals, charts, maps, posters, and display materials are available.

( ) 9.5.3.3 Course outlines and study guides are used.

( ) 9.5.3.4 Reference materials are provided.

( ) 9.5.3.5 Self-study materials are available to use in connection with specific instruction needed by students.

( ) 9.5.3.6 Appropriate multisensory aids are available.

( ) 9.5.3.7 A suitably located and equipped "snack bar" or "canteen" is available for student operation and use.

Comments:

( ) 9.5.4 Other Fields. Suitable facilities, materials and equipment are provided for each of any other fields for which the school provides specific vocational training.

Comments:

10. STUDY SKILLS

( ) 10.1 PURPOSE. Instruction in study skills is provided to assist students to develop skills and methods needed for independent pursuit of learning in any field in an efficently organized manner.

Comments:

( ) 10.2 SCOPE. Instruction includes specific and practical techniques for reading, listening, taking notes, use of readers, remembering and locating and using reference materials.

Comments:

( ) 10.3 PERSONNEL. Qualified staff provide instruction in study skills.

( ) 10.3.1 Full-time Instructors. Teachers of study skills possess extensive experience in the use of all methods of instruction and have a working knowledge of libraries and other community resources.

( ) 10.3.2 Paraprofessionals. Paraprofessionals are familiar with the methods being used in the study skills program and are skilled oral readers.

( ) 10.3.3 All teachers foster the use of effective study skills during class sessions and in making homework assignments.

Comments:

( ) 10.4 INSTRUCTIONAL ACTIVITIES. Instruction in study skills is designed to teach students various methods of obtaining and retaining information.

( ) 10.4.1 Listening and Use of Readers. A variety of situations for developing listening skills is provided.

( ) 10.4.1.1 Class lectures and orally read textbooks are used to develop students' listening skills.

( ) 10.4.1.2 Practice in listening and then writing notes (with braillewriter, slate and stylus, pen and pencil) is provided.

( ) 10.4.1.3 Instruction is given in note taking by means of tape recorders and the steno mask.

( ) 10.4.1.4 Readers are made available to provide students with information and opportunities for practice in taking notes.

( ) 10.4.1.5 Instruction is given in how to utilize readers effectively.

( ) 10.4.1.6 Opportunities are provided for students to practice taking notes from a wide variety of sources including multimedia equipment, meetings of large and small groups, lectures, spectator events and direct observations of phenomona.

Comments:

( ) 10.4.2 Use of Communications Equipment. Instruction is given in specific techniques of using the full range of modern communications equipment and aids for purposes of studying (check the equipment regularly included in study skills instruction):

_____ Talking Book Machines

_____ Two speed cassette tape recorders and players

_____ Two speed open reel tape recorders and players

_____ Variable speed tape playback machines

_____ Closed circuit television readers

_____ Tactile reading machines

_____ Audio reading machines

_____ Optical magnifiers

_____ Slate and stylus

_____ Writing and signature guides

_____ Manual and electric typewriters

_____ Other (specify)

Comments:

( ) 10.4.3 Organization of Written Materials. Instruction is given in organizing written materials for presentation and personal use.

( ) 10.4.3.1 Students are instructed in making outlines in preparation for writing term papers.

( ) 10.4.3.2 Instruction is given in accepted typed formats for term papers, theses, reports, reviews and other assignments.

( ) 10.4.3.3 Students are taught various methods for labeling papers, envelopes, tapes, file folders, and other items.

Comments:

( ) 10.4.3.4 Instruction is given in the use of file cards and other filing systems for preparation of resource files, bibliographies, etc.

( ) 10.4.3.5 Each student is encouraged to develop a personal resource file of addresses of agencies, organizations, manufacturers, retailers or services including specialized services for blind and visually handicapped persons.

Comments:

( ) 10.4.4 Use of Reference Materials. Instruction is provided in locating and utilizing reference and resource materials and facilities.

Comments:

( ) 10.5 FACILITIES, MATERIALS AND EQUIPMENT. Specialized equipment is available and facilities are adequate in size, kind and accessibility for learning and using study skills.

( ) 10.5.1 Classroom. A fully-equipped classroom is available to provide instruction in study skills.

( ) 10.5.1.1 A suitably equipped study hall or room is conveniently located and accessible for use by students.

( ) 10.5.1.2 Residences contain study areas which are suitably equipped.

( ) 10.5.2 Materials. Supplies, materials and equipment are available to students in study skills instruction areas and facilities.

( ) 10.5.3 References. A useful selection of up-to-date reference works, in appropriate media, are readily available in study areas.

Comments:

11. WORK EXPERIENCE PROGRAM

( ) 11.1 PURPOSE. The purpose of the work experiences program is to provide sequential learning experiences for students to obtain first-hand knowledge of the world of work and to develop and refine useful skills and habits through appropriate part-time paid employment.

Comments:

( ) 11.2 SCOPE. Implementation of the work experience program involves close cooperation and coordination of activities both on and off campus.

( ) 11.2.1 Coordination of School Programs. The work experience program is well coordinated with all other school programs both during school hours and "after class" periods.

( ) 11.2.2 Relationships with Employers. Cordial and open relationships are maintained with employers for provision of a sufficient number and variety of jobs to meet the developmental needs, skills and interests of the students.

( ) 11.2.3 Support Services. The school provides effective support services to students and employers participating in the program.

Comments:

( ) 11.3 PERSONNEL. One staff member is assigned to direct and coordinate the school's work experience program for students enrolled in the K-12 program and the program for multihandicapped students (see *Section D-21, Program for Multihandicapped Students*).

Comments:

( ) 11.4 INSTRUCTIONAL ACTIVITIES. Work experiences are selected for their practical learning values in reinforcing and extending the knowledge and skills presented in the school's other instructional activities.

( ) 11.4.1 Types of Work. The work experience coordinator, assisted by other staff, maintains ongoing relationships with employers and appropriate agencies to provide a sufficient number and variety of work experiences within the community and school.

( ) 11.4.1.1 Work experiences are available in a variety of occupations.

( ) 11.4.1.2 Work experiences are available for different ability and skill levels.

( ) 11.4.1.3 Students are assisted in choosing jobs in which they can experience success.

Comments:

( ) 11.4.1.4 The school is used for work experience placements (check those jobs regularly used as work experience opportunities):

_____ Classroom aide
_____ Clerical worker
_____ Food service worker
_____ Groundskeeper
_____ Health services aide
_____ Laundry worker
_____ Library aide
_____ Maintenance worker
_____ Receptionist
_____ Residential living aide
_____ Snack bar or canteen worker
_____ Switchboard operator
_____ Other (specify)

Comments:

( ) 11.4.1.5 Placement opportunities are maintained in the community (check those types of work which are regularly used as work experience opportunities):

_____ Communications work
_____ Health services worker
_____ Office and clerical work
_____ Manufacturing jobs (commercial)
_____ Retail sales worker
_____ Sheltered workshop employment
_____ Other (specify)

Comments:

( ) 11.4.2 Relevancy. Work experiences provide realistic opportunities to perform useful tasks.

( ) 11.4.2.1 Students enrolled in prevocational and vocational education courses are provided with work experiences related to these studies and the regular job market.

( ) 11.4.2.2 Students participate in the selection and evaluation of work experiences.

( ) 11.4.2.3 When appropriate work experiences are provided which are related to common types of job openings in the students' home communities.

( ) 11.4.2.4 Opportunities are provided for students to increase their tolerance for work.

Comments:

( ) 11.4.3 Work Familiarization. Work experiences are utilized as a base for practical instruction in seeking and holding employment (check those which are regularly covered):

_____ Interviews
_____ Completion of forms
_____ Social relations with co-workers
_____ Social relations with the public
_____ Relations with supervisors
_____ Seeking assistance or instructions
_____ Compensation (piece rates, hourly wage)
_____ Pay schedules, raises, deductions
_____ Timekeeping
_____ Quantity and quality expectations
_____ Safety procedures
_____ Job transfers
_____ Other (specify)

Comments:

( ) 11.4.4 Job Training. Each work experience opportunity is analyzed and the instructional components of each job are identified in writing in terms of specific educational objectives (check those skills needed which are regularly included in job training):

_____ Technical skills
_____ Personal skills
_____ Social skills
_____ Communications skills
_____ Orientation and mobility skills
_____ Other (specify)

Comments:

( ) 11.4.5 Employer Relations. School staff work cooperatively in identifying the work and instructional components of each job and in working out adjustment problems of the student worker (check those activities which are regularly accomplished):

_____ Preliminary visit

_____ Regular visits while student is on the job

_____ Use of forms for employer to evaluate the student's work.

_____ Other (specify)

Comments:

( ) 11.4.6 Support Services for Students. Assistance is given to each student in developing any special skills which are needed, and to work out any logistical or adjustment problems which arise (check those services provided regularly):

_____ Transportation

_____ Route travel instruction for students for whom independent travel to the job is feasible

_____ Orientation to the work situation

_____ Adaptations needed for equipment or special aids

_____ Frequent conferences, evaluations and visits to the workplace

_____ Other (specify)

Comments:

( ) 11.4.7 Legal Requirements. Any and all applicable laws and regulations are observed which pertain to paid employment and working conditions for student work experience programs.

( ) 11.4.8 Safety Conditions. Students are placed only in a safe working environment.

( ) 11.4.9 Credit. Course credit is earned for participation in the work experience program.

Comments:

( ) 11.5 FACILITIES, MATERIALS AND EQUIPMENT. Adequate facilities, materials and equipment are available for use in the work experiences program.

( ) 11.5.1 Whenever applicable, students are provided with specialized equipment or working aids designed for blind and visually handicapped workers.

Comments:

12. PROGRAM EVALUATION

( ) 12.1 PURPOSE. The school uses various systems for evaluation of its K-12 program in order to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the school's statement of philosophy of service and to assess student performance.

Comments:

( ) 12.2 SCOPE OF PROGRAM EVALUATION. Evaluation of the K-12 program is conducted systematically and includes all relevant factors affecting the program.

( ) 12.2.1 Long Range Plan. Progress toward reaching the long range goals of the K-12 program is reviewed each year and the findings are used to aid in revising and extending the long range plan for the overall curriculum.

Comments:

( ) 12.2.2 Annual Plan. The achievements of the K-12 program are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of the program.

( ) 12.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

( ) 12.2.3 Resources. Evaluation of the K-12 program encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

( ) 12.2.4 Evaluation Systems. The systems used for evaluating the K-12 program are themselves evaluated, from time to time, in terms of efficiency and effectiveness in achieving their purposes.

Comments:

( ) 12.2.5 Program Evaluation Checklist. The evaluations of the K-12 program are made in relation to a number of significant factors such as (check those which are regularly included in evaluation of this program):

_____ Clarity of purpose

_____ Effectiveness of planning processes

_____ Breadth of participation in planning, instruction and evaluation

_____ Extent of achieving federal and state requirements

_____ Adequacy of opportunities for the student to make decisions

_____ Adequacy of opportunities for students to interact with the sighted community

_____ Suitability of program content for blind visually handicapped and multihandicapped students

_____ Sufficiency of range of instructional activities

_____ Adequacy of resources available for the program

_____ Findings of follow-up studies

_____ Other (specify)

Comments:

( ) 12.3 SCOPE OF STUDENT ASSESSMENT. Provisions are made for timely assessment of progress in relation to the K-12 program components of each student's individualized education program.

( ) 12.3.1 Individualized Education Program. Student assessment procedures are an integral part of the process of developing and revising, whenever indicated, each student's individualized education program.

( ) 12.3.2 Relationship to Program Evaluation. The findings of individualized student assessment are utilized in evaluation of the K-12 program.

( ) 12.3.3 Student Assessment. Student assessments are made in relation to a number of significant factors such as (check those which are regularly taken into account in student assessment):

_____ Developmental level

_____ Observed skills

_____ Student interest

_____ Adequacy of sequentiality of instruction

_____ Extent of participation in planning and assessment by the student and parents or guardian

_____ Recorded evidences of student growth and progress

_____ Utility of assessment procedures and instruments

_____ Readiness for self-directed study and mainstreaming

_____ Suitability of available resources to serve the best interests of the student

_____ Other (specify)

Comments:

( ) 12.4 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluations of the K-12 program.

( ) 12.4.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, the coordinator of the academic program, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education agencies and nearby day schools, the state vocational rehabilitation for the blind and visually handicapped, and the state department of education.

Comments:

( ) 12.4.2 Structure. Evaluations of the K-12 program are conducted by means of established systems with assigned responsibilities including a committee headed by the coordinator of the K-12 program or other designated individual.

Comments:

( ) 12.5 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

1. What are the outstanding features of this program at this time?

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. *What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)*

5. *What improvements are included in the plan for next fiscal year?*

6. *What additional improvements are contemplated in the long range plan?*

7. What impact has this program had on the persons served?

MEMBERS OF SELF-STUDY SUBCOMMITTEE

Name	Identification (job title, board member, consumer, etc.)
Chairman: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date completed by Subcommittee _____

Date accepted by Coordinating Committee _____

Organization Name _____

SELECTED READINGS

BOOKS

American National Standard Practice for Occupational and Educational Eye and Face Protection, Z87.1.1968. New York, NY: American National Standards Institute, Inc. in cooperation with the National Society for the Prevention of Blindness. 1968.

Elementary School Evaluative Criteria. Arlington, VA: National Study of School Evaluation, 1973.

Evaluative Criteria for the Evaluation of Secondary Schools, 4th Edition. Ibid, 1969.

Scholl, Geraldine T. *Self-Study and Evaluation Guide for Day Programs for Visually Handicapped Pupils.* In preparation.

Spungin, Susan J. (Editor). *Guidelines for Public School Programs Serving Visually Handicapped Children (AFB Practice Report).* New York, NY: American Foundation for the Blind, 1978.

LEGISLATION

Education for All Handicapped Children Act of 1975 (Public Law 94-142, November 29, 1975). Washington, DC: U. S. Government Printing Office, 1975.

Model School Eye Safety Law. New York, NY: National Society for the Prevention of Blindness,(enacted in 36 states).

JOURNALS

Education of the Visually Handicapped. Philadelphia, PA: Association for Education of the Visually Handicapped.

Exceptional Children. Reston, VA: Council for Exceptional Children.

Journal of Visual Impairment and Blindness (through 1976, *The New Outlook for the Blind*). New York, NY: American Foundation for the Blind.

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Accreditation conveys public recognition that an organization meets nationally accepted standards for quality services for blind and visually handicapped persons, responsible management and accountability.